

THE CONTENT OF THE CONCEPT OF "STUDENT LITERACY"

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ABSTRACT

The understanding of literacy presented in the Russian Pedagogical Encyclopedia, echoing the lexical meaning of the concept under consideration: "a certain degree of a person's possession of reading and writing skills in accordance with the grammatical norms of his native language" [142, 227], expands by highlighting the historical aspect of literacy: "The specific content of the concept of "literacy" has changed historically, expanding with the growth of social requirements for the development of the individual - from basic skills to read, write, count, etc. to have a minimum of necessary knowledge and skills (the so-called functional literacy)".

Keywords: Literacy, encyclopedia, concepts, grammar, history, knowledge.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

At the present stage of development of pedagogical science, the concept of "literacy" expands its substantive framework. If for quite a long time in science the concept of "elementary literacy" dominated as the ability of a person to read, understand, compose simple short texts and perform simple arithmetic operations, then in the second half of the 20th century the concept of "functional literacy" appears.

In the scientific literature, functional literacy is understood as:

- 1) a person's ability and ability to quickly, skillfully and independently adapt to new conditions, make productive decisions (GS Sukhobsky [1, p. 48]);
- 2) the initial basis in the development of the creative potential of the personality, which allows a person to realize himself in various types of activities (Yu.N. Kulyutkin [2, p. 86]);
- 3) the ability formed in the process of training, self-education, self-development and practical activity for competent and effective action, for mastering the skills and methods of free, creative and responsible activity, not only and not so much in the professional as in the sociocultural and existential spheres of an individual's activity (EI Dobrinskaya [3, p. 21]);
- 4) the ability of a person to enter into relationships with the external environment and adapt and function in it as quickly as possible, this is an atomic unit of knowledge, skills, which ensures the normal functioning of a person in a system of social relations, which is considered to be minimally necessary for implementation the life of a person in a specific cultural environment (V. Matskevich, S. Krupnik [4]).

An analysis of the above definitions of the concept of "functional literacy" reveals the general and different in the views of scientists regarding its understanding. So, common in the views of scientists is the understanding of functional literacy as an ability. Different - understanding of functional literacy as a basis in the development of creative potential. We believe that the difference in the views of scientists regarding their understanding of functional literacy is removed, if we assume that the basis in creative development is human ability.

A further analysis of the scientific literature shows that scientists, when talking about functional literacy, reveal the content of the concept of "functionally competent person". So, R.N. Buneev

writes: “A functionally competent person is a person who is able to use all the knowledge, skills and abilities constantly acquired throughout his life to solve the widest possible range of life tasks in various fields of human activity, communication and social relations. A functionally competent person is a person: orientated in the world and acting in accordance with social values, expectations and interests, in particular, able to correlate and coordinate their actions with the actions of other people, to understand the conditions of their own actions in accordance with the tasks before humanity as a whole, consciously act within the limits of the norm, choosing optimal conditions; able to be independent in a situation of choice and decision making; able to answer for their decisions; able to be responsible for yourself, your loved ones; possessing teaching methods and ready for constant retraining; having a set of competencies, both key and in various fields of knowledge; for whom the search for a solution in a non-standard situation is a familiar phenomenon; easily adaptable in any society and able to actively influence it; who understands that life among people is a search for constant compromises and the need to seek common solutions, that besides personal opinion, which must be defended and upheld, there are others who also have a right to exist; well versed in oral and written speech as a means of interaction between people; owning modern information technologies ”[5, p. 14-15].

Comparison of the ideas of R.N. Buneeva on a functionally literate person with the ideas of the above-mentioned scientists on functional literacy does not reveal any special discrepancies in their views. R.N. Buneev, in fact, gives a definition of the concept of “functional literacy”. We wrote “in essence” because RN Buneev presented the characteristics of a functionally literate personality, revealing them through abilities or skills.

We believe that if elementary literacy can be reduced to a mechanical combination of knowledge, reading, writing, and numeracy, then functional literacy is a holistic, integrative mechanism, including the ability to understand, comprehend, dialectical thinking, knowledge of the dialogue culture , wide communication with the cultural environment.

Further analysis of the scientific literature shows that scientists distinguish such types of literacy as passive and active literacy. So, V.G. Onushkin and E.I. Ogarev, by passive literacy is understood the ability of a person to operate with elements of a sign system of artificial and natural languages; under active literacy - the ability to effective practical action in the field of professional studies and other activities inherent in man as a social being. The first type of literacy is based on knowledge, the second is based on intellectual skills and practical skills [6, p. 60].

We believe that passive literacy can be correlated with elementary literacy, and active - with functional. Passive and active literacy V.G.Onushkin and E.I.Ogarev is considered as types of literacy, at the same time, scientists note that types literacy is as diverse as the types of human activity and can be classified taking into account the characteristics of the object and subject that this or that activity is aimed at. Scientists write: “The main types of activities of a social individual are usually attributed to: labor activity, acting as specialized technological actions; economic, social, political, spiritual and cultural. Each of them requires training corresponding to its modern content, the real level and quality of which characterize literacy of the corresponding type ”[6, p. 60].

We believe that the identification of such types of literacy as passive and active literacy and the classification of types of literacy in accordance with the types of human activities are not

two independent classifications at all. Correlation of types of literacy with types of activities is possible primarily in the framework of active literacy or, in other words, functional literacy.

This focus on the concept of “functional literacy” is due to the fact that various types of literacy, as well as civic literacy, are considered by scientists as one of the types of functional literacy of modern man: “In society, the mechanism for ensuring the equality of basic rights and opportunities for all groups and strata, the technologization of the way of life is to ensure the formation of functional literacy of the population in education, including linguistic, information-computer, technological, civil and civil law, environmental and other components. Meanwhile, in the world today, an educational order specifically for civic literacy is the most relevant” [7, p. 27].

Based on the generic nature of functional literacy with respect to other types of literacy, college student civic literacy is understood in our study as a type of functional literacy.

Let us comprehend the concept of "civic literacy."

Citizens literacy is understood by scientists as:

1) a totality that includes not only elementary literacy (speech and writing), but also abilities that make it possible to function in a democratic community, think critically, act deliberately under conditions of pluralism, ability to empathy;

2) the ability of a person to assess political and economic situations, make appropriate decisions and act, i.e. civic literacy is indeed a structural component of a person’s functional literacy in the modern world of democracy, in which everyone has the right to vote and everyone has equal votes (N.V. Davletshina, B. B. Kimlik, R. Clark, D.U. Ray [8, p. 12-13]);

3) a complex of legal knowledge and skills in the field of civil activity, which together form the social competence of a person and ensure its full integration into civil society, improvement of civic qualities;

4) a set of basic abilities necessary to participate in a “democratic lifestyle”: willingness to adequately participate in democratic procedures, think critically, act in a pluralism of opinions, take responsibility for making decisions;

5) the ability of a person to participate in a democratic community, manifested in his presence: critical thinking; awareness of their rights as a member of the human community; the ability to act deliberately in the context of pluralism: make your choice and be responsible for its consequences; knowledge of the country's constitution and principles of building the legislative framework; mastery of the language of communication; formed mechanisms and methods of self-development; a developed sense of empathy, allowing you to hear and thereby help others; elementary reading and writing skills; experience of participation in democratic procedures;

6) building relationships: 1) a person with himself and with people around him, 2) different communities and groups of people among themselves.

Most scholars see civic literacy as an ability. From the point of view of psychology, abilities are such psychological characteristics of a person, on which the success of acquiring knowledge, skills depends, but which themselves are not reduced to the presence of this knowledge, skills; which allow a person to successfully master a particular type of activity.

Understanding civic literacy as an ability suggests that a person with civic literacy can successfully function in a democratic society. At the same time, scientists show what specific qualities a person must possess in order to be able to characterize him as having civic literacy. This critical thinking, and empathy, etc. From our point of view, all these characteristics can

together become the basis of civic literacy as a stable personality characteristic, which in its content is wider than the human ability.

Human development, as B.C. emphasizes Mukhina, goes in the direction of improving personal qualities (stable personality characteristics. - VD), providing the possibility of the existence of the individual as a unit of society, as a member of the team. Subject to this provision B.C. Mukhina that in relation to the personality of the child we should only talk about the formation of the prerequisites that create personal education, in our work we are talking about civic literacy of a college student as a personal education. Speaking about the formation of civic literacy as a stable personal characteristic of a student, we mean that his prerequisite is an adequate personal education.

We extrapolate B.C. Mukhina in relation to the personality of a college student, since, firstly, first-year students, these are yesterday's ninth-graders (14-15 years old), that is, they did not go beyond the boundaries of school age; secondly, the process of formation and formation of a person's civic literacy as a stable personal characteristic is a long process, therefore, in college, it's real to speak about the formation of civic literacy as a personal education, which will become a prerequisite for civic literacy as a stable personal characteristic .

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